

Our Lady and St Kenelm Primary School

Policy Statement and Guidelines for Race Equality



**"Bringing out the best in everyone, for the benefit of all,
in the Spirit of Christ."**

AIMS AND VALUES

The main aims of this policy are to:

- To eliminate unlawful racial discrimination.
- To promote equal opportunities and good race relations in all areas of school life.

In the light of our Mission Statement we believe that all human beings are created in the image of God and that each has a unique dignity that is to be recognised and fostered. In faith we believe that every individual has been redeemed by Christ. In Christ all are called to the fullness of life.

As a school community made up of pupils, staff, parents and governors, we are committed to the provision of the equal opportunity which justice demands for every individual.

Positively, we seek to recognise and develop the dignity and value of every individual within our community.

We are committed to recognising and eliminating any expression of discrimination arising from gender, culture, race, colour, ability and disability, social background, language and religion.

Staff are made aware of their responsibility to meet the diverse needs of all pupils to ensure inclusion for all, so that all pupils are prepared for full participation in a multi- ethnic society, through staff meetings, Inset and other policies.

The following guidelines relate the policy expressed above with relationship to pupils and staff. Concluding remarks relate to the monitoring of this policy in all aspects of school life.

BACKGROUND

The majority of pupils attending this school are White English, with English as their first language. Several other Ethnic groups are also represented. The majority of children have English as their first language. Roughly 15% of children in school have been identified as EAL but most of these are fluent English speakers. The majority of children are Catholic or identify as Christian.

ETHOS

The school opposes all forms of racism, prejudice and discrimination.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

All staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.

Clear procedures are in place to ensure that all forms of bullying and harassment are dealt with promptly, firmly and consistently, in line with relevant LA policies and guidance. All forms of racial harassment are recorded, monitored and dealt with, in line with relevant school policies.

LEADERSHIP, MANAGEMENT and GOVERNANCE

The governing body maintains an overview of implementation of the policy. Race Equality is a regular agenda item at governors' meetings via the Admission and Personnel Committee and issues are reported back to full governor meetings.

Responsibilities are clearly identified and understood. (see Appendix 1)

All school policies reflect a commitment to Equal Opportunities, which includes race equality.

The governing body and school management create a clear ethos which reflects the school's commitment to equality.

The school promotes a proactive approach to valuing and respecting diversity.

All incidents of racial discrimination are dealt with immediately by a senior member of staff and recorded in the Racist Incident Log.

All staff contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of parents.

Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content.

Additional grants and resources, such as those provided for minority ethnic, refugees and Traveller pupils, are appropriately targeted and monitored.

POLICY PLANNING and REVIEW

Data will be used to monitor the attainment and progress of all pupils. Targets will be set and action taken to remove any identified gaps.

Data on admissions, attendance, exclusions, sanctions, achievements and successes will be used to inform planning and decision-making as necessary.

All policies, functions and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in: a) eliminating racial discrimination, b) promoting racial equality and c) promoting good race relations.

Outcomes of monitoring and assessment will be reported to the governing body and the LA. Members of the school community will also be kept informed, ensuring that no individual can be identified.

PUPILS

In accordance with our belief that every child admitted to the school has unique value and dignity, we will strive to ensure that each pupil is afforded equal opportunity to develop their own particular potential.

This means that all children will have equal access and entitlement to the curriculum and other opportunities within the life of the school.

The school will encourage a positive attitude which respects and values the individual pupil with regard to gender, race, colour, ethnic origin and disability. This can be achieved in the following ways:

- i) Through the organisation of the school – ensuring that all structures afford equal opportunity and are free of discrimination.
- ii) Through relationships between staff and pupils, both inside and outside the classroom. Such relationships will give equal opportunity to all that is positive in each pupil, and be free of all discrimination.
- iii) Through the relationship between pupils – pupils will be encouraged to respect the unique value of all children within the school, and will be helped to recognise and overcome any discriminatory attitudes in their interaction with other pupils if there are any.
- iv) Through the staff in their inter-staff relationships, and in the welcome that is extended to parents and visitors to the school.

ADMISSIONS AND ATTENDANCE

In general terms, admission of pupils will not discriminate on the grounds of gender, race, colour, nationality, ethnic origin or disability. Because of the specifically Christian undertaking of a Catholic school, the Governors reserve the right to give priority to baptised Catholic children.

The admissions process is monitored to ensure that it is administered fairly and equitably to all pupils.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is included in all admission forms.

Parents are made aware of their rights and responsibilities in relation to pupil attendance. Absence is always followed up by appropriate personnel, who are aware of community issues.

Strategies would be arranged to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

ATTAINMENT, PROGRESS and ASSESSMENT

Staff have high expectations of all pupils and they continually challenge them to reach higher standards.

The school recognises and values all forms of achievement.

The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

All pupils are encouraged to achieve the highest standards. Baseline assessment is used appropriately for all pupils. The school ensures, where possible, that assessment is free of gender, cultural and social bias.

Self assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feed back on their progress.

All pupils have full opportunities to demonstrate what they know and can do and, therefore, to benefit from assessment.

Staff use a range of methods and strategies to assess pupil progress.

BEHAVIOUR, DISCIPLINE and EXCLUSION

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

All staff use a consistent system of discipline.

Attendance is monitored and action would be taken in order to reduce gaps between different groups of pupils. Exclusions would also be monitored in the same way.

Pupils, staff and parents are aware of procedures for dealing with bullying. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

PERSONAL DEVELOPMENT and PASTORAL CARE

The pastoral support system takes account of religious and ethnic differences, and the experiences and needs of refugee and asylum-seeker children.

The school provides appropriate support for EAL pupils and encourages them to use their home and community languages.

The school would also take account of and meet the needs of Traveller pupils, refugees and asylum seekers.

Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are used, where appropriate.

TEACHING and LEARNING

All pupils have access to the mainstream curriculum as appropriate to their needs.

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued.

Teaching is responsive to pupils' different learning styles, with the teacher taking positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

Teachers encourage pupils to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

CURRICULUM

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils who are looked after by the local authority
- pupils who are at risk of disaffection and exclusion

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

RECRUITMENT AND EMPLOYMENT OF STAFF

A Roman Catholic school seeks to provide a religious education within the traditions and worship of the Roman Catholic faith. It seeks to express such values in all areas of school life. The promotion of such values will be a vital consideration for the Governors of Our Lady & St Kenelm in the recruitment and employment of all staff.

Against this background, the Governing Body is committed to just and fair appointment of staff.

In general terms, recruitment, appointment and advancement of staff should not discriminate on the grounds of gender, race, colour, nationality, ethnic origin or disability. Because of the specifically Christian undertaking of a Catholic school, the Governors reserve the right to take into account religion, avowed personal conviction, belief or behaviour.

These principles will apply to selection, training, promotion, transfer, pay benefits, procedures and all terms and conditions of employment.

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.

The skills of all staff, including non-teaching and part-time staff, are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Ethnic Monitoring of Employees. We will routinely monitor job applications and staff by grade and by ethnic group, and provide the data to the LA.

PARTNERSHIPS with PARENTS and the COMMUNITY

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school takes steps to encourage the involvement and participation of under-represented groups of parents and sections of the community as and when appropriate.

Informal events are designed to include the whole community.

MONITORING

In order to implement this equal opportunities policy, the Governing Body and Staff will avail themselves of suitable training opportunities.

The implementation of this Policy will be monitored every 2 years at a meeting of the full Governing Body and will be reviewed as part of the cycle of the Development Plan.

Member of staff responsible for Equal Opportunities: Mrs C. Finnegan

Date of policy: Spring 2024

Date of review of policy: Spring 2026

Breaches of the Policy

Governors in breach of the Race Equality Policy would be required to account for their actions to the Disciplinary Committee of the Governing Body.

Senior staff in breach of the Race Equality Policy would be required to account for their actions to the Disciplinary Committee of the Governing Body.

Staff in breach of the Race Equality Policy would be required to account for their actions to the Disciplinary Committee of the Governing Body

Children in breach of the Race Equality Policy would be required to account for their actions to a member of the Senior Management Team and in serious cases, to the Disciplinary Committee of the Governing Body.

APPENDIX 1

Responsibilities for Equal Opportunities Policy

Governing Body

Ensuring that the school complies with Race Relations legislation	
Ensuring that the policy and its related procedures and strategies are implemented	

Headteacher

Implementing the policy and its related procedures and strategies	
Ensuring that all staff are aware of their responsibilities and are given appropriate training and support	
Taking appropriate action in any cases of racial discrimination	

All Staff

Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping	
Promoting racial equality and good race relations, and not discriminating on racial grounds	
Keeping up-to-date with race relations legislation by attending training and information opportunities	
Making visitors and contractors aware of, and ensure they comply with, the school's Race Equality Policy	

People with Specific Responsibilities

Having a member of staff, or school governor, responsible for co-ordinating racial equality work	
Having a member of staff, or school governor, who is responsible for dealing with reported incidents of racism or racial harassment	

Race Equality Action Plan

This plan was drawn up following discussion with staff and governors. The content parallels the Gender Equality Plan, but is referenced to race rather than gender.

1. *To continue to analyse pupil attainment at the end of each school year, to ascertain whether ethnicity differences are influencing results.*
2. *If links between poor results and ethnicity are found, to include actions in our SIP to address these.*
3. *As policies in school are reviewed/written, to consider ethnicity issues and assess their impact.*
4. *To consult with the community to ensure that all aspects of race equality are being considered and where appropriate, issues will be included on the School Improvement Plan.*

September 2020